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ABSTRACT

This booklet, based on school and community experiences in the state of Washington, was written to provide practical strategies to enable teachers and administrators to enrich instruction through service and service learning. Filled with vignettes and examples of service learning that is taking place in Washington schools, the booklet includes information on the following: (1) the rationale for service learning and benefits for students; (2) options for infusing service; and (3) educational leadership for service learning. Throughout the guide, practical tips are offered for planning and implementing service-learning programs in elementary and secondary schools. The guide also contains a list of 81 resource people and programs, books, and videotapes. A list of standards of quality for school-based service learning is included. (KC)

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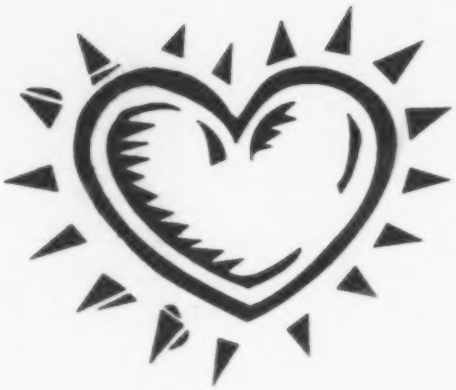

Service-Learning: Getting to the Heart of School Renewal

A Guide for Implementing School-Based Service Learning

A product of
Project Service Leadership and Washington
Secondary School Principals' Association

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Foreword

The following Washington State principals have been helpful in developing this guide:

- Ken Crawford, Nooksack High School
- Susan Dersé, Shorecrest High School
- Betty Fowler, Davis High School, Vice Principal
- Linda Jenkins, Washington Elementary School
- John Morefield, Hawthorne Elementary School
- Jan Reeder, Gig Harbor High School

Throughout Washington a growing number of schools and community leaders are involving students in service to their community. This pamphlet is written to enable teachers and administrators to benefit from these exemplary programs and to provide practical strategies for enriching instruction through service and service learning.

A special thanks to Kristin DeVoe for editing and to Wordesign and ESD 112 for the book layout.

Introduction

Schools Where Service Is a Way of Life and Learning

Gig Harbor High School

At Gig Harbor High School learning through service is an integral part of the curricular, athletic and leadership programs.

- The biology and ecology classes run a science lab at the neighboring elementary school five days a week.
- Football players watch Monday night football with senior citizens at convalescent centers.
- The Spanish classes write and translate children's stories into Spanish and the drawing classes illustrate them. These books are then donated to a local shelter for homeless families to assist the program director in encouraging Hispanic parents to read to their children.
- Leadership students are matched as mentors for elementary school children.
- Business education students keep the accounting books for the local food bank.

Teachers in every department are enriching their instruction through connections with the community.

Washington Elementary (Mount Vernon)

Service has become the way teachers at Washington Elementary do business. Every fourth grader tutors four hours a week and students graduate with service portfolios documenting the various ways they have contributed to the school and community. A wide variety of service opportunities are available through student leadership, clubs, Conflict Managers, and the Future Teachers of America Club. Service has also been incorporated into each integrated curriculum theme. For example, fifth graders studied birds, worked with the Audubon Society, and then established a bird sanctuary around the school. The third graders learned about their culture by talking with senior citizens who have the same cultural heritage. Together they taught others about their common traditions.

"It makes me feel so good to help someone else. I know why I have to learn things now, and maybe when I grow up I will help other children learn that and feel good, too."
Fifth grade student
Washington Elementary

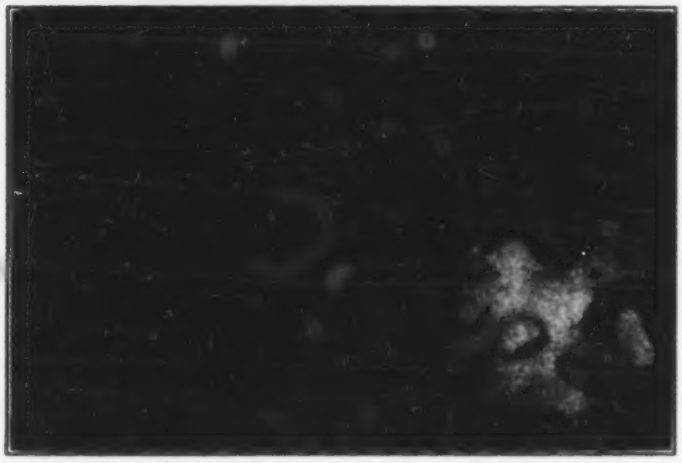
Shorecrest High School

Shorecrest High School students annually provide over 15,000 hours to the community. In many small ways they have made a very huge contribution, and through these activities they are learning that they can and do make a difference.

Through service, all young people at Shorecrest are given an opportunity to contribute and to feel meaningfully connected to their school and their community. It is a excellent way of gaining greater understanding of career paths.

— Susan Dersé,

Service-learning has been incorporated into Shorecrest's core curriculum. The ninth graders focus on service to oneself and becoming a member of the school community. Building on those concepts in the tenth grade, students move into the community. For a half day every Tuesday these teenagers work in service agencies and on community projects that best suit their interests. The Home and Family Life department has teamed with the English department to encourage students to learn about themselves and their community through writing, presentations and interviews. Through these opportunities students develop a greater understanding of the community and experience the interdependence of school and community.



More and more teachers, schools and districts across Washington are finding exciting ways to involve young people in service. They are creatively restructuring their school day, partnering with local colleges and universities and innovatively funding their programs using local dollars.

This booklet will share their stories, providing helpful suggestions for youth, principals, district administrators, superintendents and community members interested in developing community service learning programs and policies. It will address common challenges and questions.

While this pamphlet is unable to address all concerns, it focuses on the following:

- **Service-Learning: What is It?**
- **Why Bother?**
- **Options for Infusing Service**
- **Leadership for Service Learning**
- **Resources**

Service Learning: What Is It?

Service-learning is a method by which young people learn and develop through active participation in thoughtfully organized service experiences which:

- Meet actual community needs.
- Are coordinated in collaboration with the school and community.
- Are integrated into each young person's academic curriculum.
- Provide structured time for a young person to think, talk, and write about what he/she did and saw during the actual service activity.
- Provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities.
- Enhance what is taught in the school by extending student learning beyond the classroom.
- Help foster the development of a sense of caring for others.

From Alliance for Service-Learning in Education-Reform (ASLER), Standards of Quality for School-based Service Learning, May 1993.

Service learning has turned students from passive learners to active participants. Students don't just learn for learning's sake, but have a reason for learning.
— Ken Crawford, Principal

Because teachers and their students are involved with activities which are valued by the community there is greater recognition and they feel more connection with the community. Gig Harbor students recently received a national award for their work with homeless children, and students are the primary providers for the local food bank. The community now comes to the school if it needs help.

Jan Reeder, Principal

Service Learning: Why Bother?

Service-learning potentially has a variety of benefits for students, schools and communities. The following are just a few:

- Teaching New and Basic Skills
- Promoting Citizenship Education
- Integrating Curriculum
- Developing Authentic Assessment
- Strengthening Youth Development
- Developing Teachers as Facilitators
- Restructuring the School Schedule
- Enhancing School-to-Work Transitions
- Connecting Elements of School Reform

Teaching New and Basic Skills

Young people frequently see little connection between what they are doing and learning in school and the communities in which they live. Through service-learning students clearly understand the connection between the school and the community. Service becomes a powerful motivator for learning because it is meaningful and real. The learning environment is success-oriented rather than competitive and it offers opportunities for real-life problem solving. As students engage in efforts to address significant issues, they recognize the need for more theoretical background and they find reasons to improve their basic skills.

Second graders at Washington Elementary use math skills to plan and build worm composting bins, science skills to understand how soil is made, and language arts skills to write their own personal guides to composting—guides which they then bring home to educate their families.

Tell me and I forget ...
Teach me and I remember ...
Involve me and I learn.

— Anonymous

In Tacoma, industrial design students built a wheelchair for an 18 month old child with multiple sclerosis. As they built the chair, the students applied the information they had learned about material strength and design principles to create a product that was light, yet durable for an active, growing child.

Tutoring as an Instruction Technique

Student tutoring benefits everyone involved. Youngsters receiving tutoring not only gain extra individual attention and practice, but also an older friend and role model. Student-tutors learn material better when they have to explain it to someone else, and they gain self-confidence by knowing they have something to offer others. Finally, teachers benefit when students help one another, especially in schools that are struggling to meet the diverse needs of youth. Experience has also taught that tutoring someone else can ignite a flame in an otherwise unsuccessful child. A Stanford University study conducted in more than 500 schools suggests that peer tutoring has a more cost-effective impact on student achievement than smaller class sizes and computer-assisted instruction.

One becomes virtuous by doing virtuous acts.

— *Aristotle*

The Learning Pyramid

Average Retention Rates for Different Teaching Methodologies:

- 5% Lecture
- 10% Reading
- 20% Audio Visual
- 30% Demonstration
- 50% Discussion Group
- 75% Practice by Doing
- 90% Teaching Others

— National Training Lab, Bethel, Maine

Promoting Citizenship Education

Service prepares students to become contributing citizens and fosters citizenship development in a number of ways:

- **Developing habits and skills of active citizenship**. Knowledge about how a bill is passed or the names of state capitols has little correlation to active participation in civic issues. Because service-learning involves youth with local agencies and with the local policymaking process, students develop the habits of citizenship and the patterns of action needed to revitalize our democracy.
- **Teaches the responsibilities of citizenship**. Service-learning develops the capacity to see issues from a broader perspective. Through service-learning students may interact with homeless families and examine the tension between individual rights and public good.
- **Service as Citizenship**. Community involvement develops the "habits of the heart" and fosters an ethic of service and volunteerism. Youth who are active in social agencies are more likely to participate in community service clubs and support the essential independent sectors of the community.

Integrating Curriculum

Service learning is a concrete way to connect curricula. Environmental action requires the use of math, science, communication skills, and social studies skills. Improving the quality of life in homeless families requires language skills to write letters and gather information, knowledge of public policies to understand how shelters are funded, familiarity with economics to understand why an increasing number of families are homeless and an understanding of the political decision making process to participate in local decision making. Community issues rarely honor the boundaries of academic disciplines.

Developing Authentic Assessment

Service projects can also be an effective way for students to demonstrate their ability to apply what they are learning to real issues. At Seaside High School seniors must identify and create a service project for the community. First, the students research their idea and write an extensive paper demonstrating their base of understanding. Throughout the year, they contribute at least 50 hours to their project, and process their learning through journals, discussions and papers. At the end of the year the seniors must present their projects to community members, peers, faculty and family. The community panels assess the students on the quality of the projects and on how well the students demonstrate and substantiate the skills they acquired through their work in the community.

Strengthening Youth Development

Service has long been viewed as a powerful way to develop character, foster an ethic of caring, and nurture a sense of membership in the community. In agrarian cultures young people are essential for the survival of the family. They naturally develop a sense of personal value as they care for animals, plant and harvest crops, and provide for their family and siblings.

In contemporary America many youth have lost this sense of personal worth. Schools attempt to address this void with self-esteem curriculum which creates fabricated activities instead of immersing students in meaningful roles in society. Service can provide the opportunity for youth to experience that they are valued by their communities. As students work along side adults feeding homeless families or as they help younger children to learn, they see concretely that they

At Hawthorne Elementary we begin with the expectation that service is important; even at a very young age one can feel the joy of service.

— *John Morefield, Principal*

are needed. Students who learn through community service show a demonstrably greater increase in self-esteem than students who learned only in the classroom.

Service-learning is a powerful strategy for preparing graduates to be caring, responsible citizens. As students extend themselves to help others, they often mention that they are developing a greater sense of social responsibility.

— *Jan Reeder, Principal*

A teacher at Hazel Dell Elementary has integrated most of her special education curriculum around service projects. The 4th and 5th grade special education students write letters, create plays, juggle, make banners and decorations, plan picnics and meet with adults from an adult day center. Her students are also involved in writing a pamphlet on earthquake awareness and speaking to other classrooms to collect gifts and supplies for homeless children. Less severe fifth graders tutor kindergarten and first grade special ed students and a portfolio-based assessment is linked to the students' Individual Educational Program.

Developing Teachers as Facilitators

In *The Predictable Failure of School Reform*, Seymore Sarason states that true school reform cannot be accomplished without a change in the traditional authoritarian classroom. By viewing youth as a contributing members of the classroom and by involving youth as peer-teachers, educators foster their students' ability to handle abstract material, analyze it, and place it in a meaningful framework. As teachers incorporate service-learning into their curriculum they encourage students to examine community issues. This process elicits questions which are inevitably beyond the teachers' knowledge, leading the teachers to call upon students and community members to become educators.

Restructuring the School Schedule

Service-learning is difficult to do within the constraints of 55-minute high school periods. If teachers are serious about implementing quality service-learning programs they must redesign the school structure. Realizing the educational value of service-learning, teachers at Gig Harbor created a daily schedule which provides time for planning and implementing community-based service-learning. At Shorecrest High School, business leaders and parents helped developed a plan which releases all students for half-a-day every Tuesday to give teachers time to plan curriculum changes. While the teachers are planning, the students work in community agencies, hold down part time jobs, or participate on the school planning committee.

Enhancing School-to-Work Transitions

Many schools are developing smoother transitions between high school and work. School-to-Work and Tech Prep initiatives are an effort to help teachers and students connect classroom learning to career planning and development. Service-learning can be a powerful way for students to test-drive their career interests and it can also be a way for students to discover the career area which also gives them a sense of meaning and contribution.

Connecting Elements of School Reform

As educators implement the multifaceted recommendations for school reform movement, they often become overwhelmed as they simultaneously restructure the school day, rewrite curriculum, develop authentic assessment, form site-based councils and utilize new technologies. They feel fragmented and frequently experience information overload and exhaustion. In Washington State helpful insights are emerging from schools which have been a part of the Schools for the Twenty-First Century Project.

After five years of planning and implementing "break-the-mold" schools, educators are discovering that the following multiple interventions are essential for significant school change: collaborative strategies, the development of new and old basic skills, new roles for teachers and students, integrated curriculum, authentic assessment, infusion of technology, new linkages, and restructuring of time. Service-learning by its very nature has proven to be a powerful connector for these frequently disparate interventions.

When we involve youth in service projects, we are making learning relevant, we are allowing students to experience the satisfaction of helping other people.... I believe in my heart of hearts, that there is a better way to teach and that it's by building connections.

— Nancy Skerrit, Auburn School District

Students benefit by gaining confidence in their own abilities and the knowledge that they are a valued contributor to their school community. Service learning has the capacity to weave these many threads together into a very strong fabric.

— *Susan Dersé, Principal*

Options for Infusing Service

Schools throughout the state are implementing service using one or several of the following options:

- Co-curricular programs
- Service clearinghouse at the school
- Credit / Recognition for Community Involvement
- Service Within the School
- Authentic Application of Classroom Learning
- A Community Service Class
- School-wide Integration into the Curriculum
- Community-School Partnerships

Co-Curricular Programs

Most schools currently incorporate service into clubs and after school activities. These activities are strictly voluntary, and students receive neither academic credit nor time off from school. Organizations such as Key Clubs, DECA, and FFA plan and implement a variety of service projects. Some schools are developing creative ways to strengthen their support for service clubs and organizations. Davis High School (Yakima) has a Community Liaison ASB officer who coordinates community service projects. Other schools require clubs which receive ASB funds to develop a community improvement program.

Service Clearinghouse

Some schools such as Auburn High School have established a volunteer clearinghouse where students can access a wide array of service opportunities. Several of these clearinghouses use computer software to provide a database of service opportunities.

Alki Middle School (Vancouver) sponsors a Volunteer Involvement Fair. Through this event students become aware of volunteer opportunities available in the community.

It is helpful to use the work-study experience option as a way of giving credit for service-learning. This gives recognition and support for community based learning and also provides a needed service to the community.

Ken Crawford, Principal

Community Service Credit or Requirement

Some schools, such as Shorecrest High School, require community involvement in order to graduate; others, such as Hudson's Bay (Vancouver), make it part of a required course; and still others award elective credit for service involvement (Nooksack). The Bellevue School District documents these hours or credit on transcripts, while other districts give special awards or diploma recognition.

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Service Within the School

A variety of youth service programs have proven to be highly effective in addressing academic and social needs. The following are just a few.

- ***Peer Tutoring***. Many schools offer credit to high school students who tutor and work with students who need assistance. Other schools such as Washington Elementary (Mount Vernon) have developed a school wide tutoring program.
- ***Peer Helping***. Peer helping can be available through an extended structure for Natural Helpers, through advisory programs, or through a particular class which provides students with the training and the skills needed to make the program effective.
- ***Transitional Mentors***. Students who have been suspended in the past and who are now successful in school coach recently suspended students as they begin to reenter the regular academic program.
- ***Mentors***. High school students can be matched with at-risk elementary students. The high school students can provide companionship for the younger children and help students handle conflicts.
- ***Cross-Age Teaching***. Students can teach what they're learning to other students. For example, students learning French could teach the language to younger children.

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- **Implementing Technology.** Through TIP (Technology Information Project) young people in the Issaquah School District have played a central role in transforming the schools' technologies from the industrial age to the information age. Students taught educators how to use technology, established a district-wide network which allows all teachers to interact using electronic mail, and electronically linked the entire community. To date, Issaquah students have installed over 35 miles of computer and voice cable; 3700 computer and voice wall plugs, 1500 computers and 25 servers in 19 locations. The students in the program operate and maintain the information system for the school district. The Issaquah network is connected to WedNet (Washington State K-12 Education Network) and Internet. The connection enables the students and teachers to connect to over 6 million computers and computer systems around the world. In the process, the students' efforts have provided the district over 8 million dollars in donated labor.

Community Service Class

Through a community service course, students learn about various community needs and service opportunities. Students, individually and in groups, spend a significant amount of class time providing direct services to the community. A two-hour time block for such a course is helpful because it allows students to have enough time at their field site to make a real contribution while lessening the need for extra staff. Auburn, Bellermine, and Nooksack High Schools are just a few of the schools which currently offer a community service class.

Authentic Application of Classroom Learning

Because service can enliven classroom learning, teachers throughout the state are working with their students to develop ways to apply the skills and information they are learning to significant community needs.

♦ ***Teaching Others:*** Some students provide a service as they teach others what they are learning in their classroom.

- A civics class in Tumwater helped prepare new immigrants for citizenship tests.
- Students who are learning Spanish tutor English-as-Second Language students, providing a much needed service as well as strengthening their own language skills.
- Monroe High School students coordinate and prepare the lessons for a Wetlands Field Trip for fourth graders.

♦ ***Producing a Helpful Product***

- Middle School students in Issaquah Middle School grow native plants for stream restoration.
- Elementary students are writing stories which they donate as part of a packet for new mothers, encouraging them to read to their children.
- Elementary students in Woodinville documented their local history in a book which has been reprinted several times due to its popularity.

♦ ***Addressing Significant Needs***

Still other programs encourage students to address a significant issue. Students in science class might collect and analyze data on local streams to determine the amount of pollutants. Social studies students might develop specific strategies for addressing prejudice in their own school, rather than merely discussing the issue.

♦ ***Integrated Curriculum***

Classes can be structured to provide relevant experiences and to foster student involvement in the community. Snohomish High School offers a three hour daily interdisciplinary course for juniors. Students explore connections between America's history, people, literature and environment through participatory activities with the community, classroom instruction, and service projects in the local area.

Washington Elementary
5th Grade

School-wide Integration into the Curriculum

In a very few schools, service is an integral part of every student's experience. The school itself is organized to serve the community and the curriculum focuses on exploring and addressing the real issues of the community. Gig Harbor High School has linked service into all its content areas and Shorecrest High School has anchored service in the English curriculum. Washington Elementary, Hawthorne and La Conner Elementary schools have woven service into each grade level's curriculum.

Community-School Partnership

With community organizations and schools experiencing reduced budgets, it is becoming increasingly important for schools to collaborate with their communities. Organizations such as the United Way, YMCAs, Rotary, Kiwanis, Red Cross, Junior League, and Scouts all have an investment in fostering a service ethic. Businesses are also exploring ways to encourage their employees to serve the community. By bringing these various organizations together, many school communities are developing programs that are collaboratively funded or staffed.

For example, United Way in Snohomish County helps fund the Snohomish Youth Initiative which encourages youth community service and leadership opportunities. The Youth Volunteer Corps of Bellevue coordinates service learning opportunities for youth in the local area, and The Metro Center YMCA's Earth Corps works collaboratively with the schools to develop environmental education forums and local and international service projects. Not only do these partnerships mobilize needed assistance for youth, but they also encourages adults throughout the community to model their commitment to service by their actions.

Educational Leadership for Service-Learning

Thoughtful service-learning programs do not just happen because they are a good idea. They need administrative leadership and support. The following practical suggestions have been collected from administrators and teachers from throughout the state.

Develop a vision

Clarify with teachers, students and community members the primary purpose of service-learning in your school.

> The new idea or practice either finds a champion or dies.... No ordinary involvement with a new idea produces the energy to cope with the indifference and resistance that major changes provoke.
>
> *Bruce Joyce, University of Oregon*

Leadership is guided by a personal vision of the potential of service-learning and youth leadership. Explore ways your school community will be different in three to five years if youth are regularly involved in community service learning.

- How will the community view your school if youth are helping the elderly and teaching younger children?
- How will youth feel about themselves and their community when they experience that they can help build homes for the homeless or help illiterate adults learn to read?
- How will classrooms be different if students are using their math and science skills to help the community?
- How will our communities and schools benefit if youth naturally extend themselves to help others and are involved in community improvement?

Make the link between district and school goals and service-learning

Linking service-learning to the school and district goals makes the connection between service-learning and the accomplishment of those goals more explicit. If your school is focusing on teaching technology skills, service-learning can be linked in a number of ways: students could teach technology skills to younger or older participants, or they might establish computer pen pals with senior citizens.

HUDSON'S BAY HIGH SCHOOL

MISSION STATEMENT

The missions of Hudson's Bay High School is to meld the resources of school and community to meet the unique needs of each student in becoming a life-long learner and a responsible, compassionate and literate citizen.

Establish teacher leadership opportunities

Almost all school which have implemented significant service learning programs have identified either a teacher or a cadre of teacher leaders and supported them with training, networking and support. These teacher leaders have credibility with fellow staff members, and they are capable of implementing service in their own classroom, as well as developing the leadership skills to help other teachers to use the community as a vital learning place.

Build ownership

A sense of ownership can be developed at the classroom, building, department, and district levels. The following activities can foster ownership:

- ***Build on Current Efforts/Success.*** Rather than start with the assumption that service-learning has never been done, celebrate and build on the successes that are already in place. Identify programs that are currently active in your school, building or classroom. Begin to look at ways that you might enhance their visibility and effectiveness.
- ***Involve Participants in the Planning.*** Make sure you involve those impacted by the plan in shaping the curriculum and program. At the same time, don't feel as though you must have ownership from the entire department or building. You may instead work with a small, self-selected group of people who choose to move forward with the idea.
- ***Link to a visible, significant local need.*** If there is a current, visible need in your community, develop programs that address that need. For example, if there is a problem with gangs in the community, engage youth in ways that they can reduce gang violence. Then support and nurture the ideas that come from youth. Remember that the whole process is never perfect, and it tends to have its own cycles of enthusiasm. If you want to see a project through, maintain a sense of vision and tenacity. Your purpose is not to convert. Instead, do a quality job, so your program inspires others, and so youth inspire others because of their experiences.

You don't need to develop exotic programs. You can look at resources right within your community: rural libraries senior centers, farmers and municipalities can all be assisted with community development. In our school we were able to identify 40 to 50 projects, many of which were small and not new, or particularly unique, but they were easy ways of implementing projects. By making these projects more vivid by supporting them and helping them expand, we have been able to make service -learning a school-wide project.

Ken Crawford, Principal

- ***Link Service-Learning to Key Student Performance Priorities.*** Help participants see that their academic goals can be more effectively met through service-learning methodology. The major purpose of schools is not only to develop self-esteem and a sense of citizenship, but also to teach specific concepts and skills. By linking what is being taught through service-learning to district performance goals, you will strengthen both the academic learning and curricular content, as well as expanding the methodology so that students will learn with greater retention and more engagement.

Build on the school culture

All leaders need to determine how change happens within their own organization. In some schools, change occurs more effectively through autonomous, small, independent projects; in other cases, the whole building needs to be involved in planning and implementing change. Districts also have a culture. They tend to be centralized or decentralized, entrepreneurial or bureaucratic, analytical or spontaneous. Speak with others to determine how change occurs in your school, district or community and build on and utilize that culture.

Staff Development

Probably the most effective way to infuse community service into the curriculum is to enable teachers to enrich their own curriculum through community service experiences.

- ***Site Visits.*** Provide release time so that teachers can visit exemplary programs and spend time with other teachers who share their values and vision. (A list of exemplary programs can be found in the Resource Section of this pamphlet).
- *Teacher Training.* Provide training which enables teachers to experience the power of service learning firsthand and to better understand their community and ways they can work collaboratively with agencies and organizations. Research shows that three and four-day trainings is far more effective in enabling teachers to implement service-learning than shorter awareness sessions.
- *Provide Teacher Planning/Collaborative Time.* Once teachers have identified specific ways they would like to develop service learning programs, they need time and assistance in developing and nurturing these plans. Some schools provide curriculum writing pay

or time; others work with the local college to have college students assist with the project logistics. It is especially helpful if community organizations can share their needs with teachers. At Gig Harbor High School teachers have blocks of time for their classes and they have early release for planning. In addition, students from their Leadership for Service class make arrangements with the community organizations. At Whatcom Middle School college students from Western Washington University set up service projects which meet the interests of teachers.

Forums. Have faculty members share different ways they are already enriching learning through service at meetings. It is even more effective to have students who have been a part of service programs share the benefits and results of their involvement.

"Without coaching, transfer of new skills to everyday practice cannot be guaranteed."

Bruce Joyce, University of Oregon

- *Community Partnerships.* Help teachers and departments develop partnerships with appropriate nonprofit organizations:

Technology classes might design special exercise machines that are needed by handicapped students in a children's hospital.

A science class might be matched with an environmental organization to test water samples and develop environmental policy.

A home economics class might partner with a day care center, helping to advocate for more funding for child care.

Students studying local history could be matched with an historic museum or club.

Support Networks. Encourage teacher-leaders to develop supportive networks with colleagues from other buildings, attend conferences or join national and local service-learning organizations. (Several of these organizations are listed in the Resource Section).

Mobilize Sources of Assistance

Work with interested teachers to identify what resources (transportation, materials) they need. One principal has built into his budget a commitment to provide the transportation needs to get students to get to and from service sites. Others have worked with local nonprofits to develop creative ways to provide transportation.

Help teachers get creative. Many valuable community services can be provided right in the classroom and later donated to the community. Computers can also provide powerful connections. Students at Felida Elementary School are computer pen pals with senior citizens. The students write regularly, refining their computer skills and developing relationships which are important for both the children and the adults.

Contact your local college to determine if work-study students can assist your program. Colleges are currently required in appropriate 10% of their Work Study funds to community projects. Many of them could place college students in your schools as community service project team leaders.

Reduce Risks

Many forms of service can be done within the regular classroom time and structure. However, if you plan to go outside the classroom walls, you need to consider liability. While incidents are very rare, the growing fear of lawsuits make people cautious. When establishing a program, you need to consider the following factors:

- ***Clear Link to Academic Curriculum.*** Be sure there is a clear link between the service experiences and the course curriculum.
- ***Planning***. Take time to clarify rules and expectations so that students are prepared for any "foreseeable" dangers.
- ***Treatment.*** Develop a plan for first aid treatment, if needed. If students are going on a trip or will be away from the school for a period of time, it is helpful to have medical release forms from parents readily available. That way, hospitals will be able to treat a child immediately without having to wait for parent consent. You might also have a parent release form available at any regular volunteer sites and at the school.

Work-Study Program

If your district has a work-study program, the insurance policies that cover this program usually will cover community-service experiences. Since most schools have addressed liability concerns surrounding work-study, you may be able to use the same procedures and policies.

Volunteer Site Policies

Most organizations that regularly utilize volunteers have policies to cover volunteers while they are on site.

Community Agencies

Many organizations such as Scouts or environmental programs carry their own liability insurance and will cover insurance needs while they oversee projects.

Risk Management

To prevent accidents and to reduce the risk of legal accountability, be sure you adequately prepare students for any "foreseeable" danger. A master chart or an action plan indicates that you have taken steps to supervise those students in your charge.

Guidelines

Consider the following guidelines as you plan service projects:

- The exercise of due care requires an administrator to foresee dangers to students in his charge and to take whatever precautions seem reasonable to avoid them.
- Specifically, a supervisor is expected to establish rules for the guidance of his or her staff and to assign adequate supervision for any student activity, but the school and its staff are not expected to be an insurer of the health and safety of students.
- The greater the possibility of injury, the greater the efforts that should be made to assure student safety.
- The closer the relationship of a student activity to the purposes and educational program of the school, the more likely a coordinator or other is to be held accountable to the students for their well being. This close link also increases the likelihood that an accident will be covered by liability insurance.
- In circumstances where supervision and control of student welfare is infeasible, extra care should be taken to assure that the circumstances into which the student is placed are not fraught with inherent dangers. Any necessary risks should be brought to the attention of both students and parents in advance.
- The degree of care required, and the consequent amount of supervision expected, increase as the age and maturity of students involved decrease.
- The location in which a student is injured is only one factor in the consideration of whether there was negligence and consequent legal liability on the part of the principal or other educator."

Reprinted from "Responsibilities for Student Injury Occurring Off School Property, A Legal Memorandum," Reston, Virginia: National Association of Secondary Principals.

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Celebration

For renewal and to sustain support for your program, make sure you document, highlight and celebrate the results of your program!

Celebration may include newspaper articles,and regular reports to your supervisor. In whatever way you choose, make it visible.

Because teachers and their students are involved with activities which are valued by the community there is greater recognition and they feel more connection with the community. Gig Harbor students recently received a national award for their work with homeless children, and students are the primary providers for the local food bank. The community now comes to the school if it needs help.

Jan Reeder, Principal

At the building and district level service learning can be acknowledged and celebrated. Washington Elementary in Mount Vernon has an annual slide show to honor students and teachers who have implemented service learning programs, and their Future Teachers Club acknowledges young people who have shown exemplary ability to tutor younger students.

Westview Elementary School holds an annual service fair where students display their projects for the school and general public. In Vancouver, the Renaissance program rewards students who achieve academic success and provide service to the community with discounts at local merchants. Ongoing awards can highlight the results of service and service learning, making it a more vividly acknowledged part of the school community.

Establish supportive policy

While it may take a concerted effort, establishing supportive policy with the school board, school building, community or state helps ensure that ideas are sustained over time. School districts which have incorporated service-learning into curriculum priorities, strategic planning, assessment processes, site-based goals or into board policy are more likely to be supportive of individual efforts, and to provide the resources and support necessary to sustain those programs.

Document: Evaluation and Assessment

Make sure you take care to evaluate the actual results of your program. Through interviews and assessments you can more effectively determine the actual benefits of your program.

A few schools in Washington have incorporated service into their portfolio assessment programs, while others are developing ways to ways to assess community problem solving. Even though these methods are just in the beginning stages, they promise to provide helpful feedback to students and teachers alike.

Be patient

When we have a vision or sense of urgency about an issue, we tend to want to see it happen now. When implementing new projects, constant, steady pressure has more overall force and effect than an occasional, frantic shove.

In every human activity it takes an enormous effort - and perspective and courage - to back off from familiar patterns in order to achieve a philosophical awareness of where we are going and where we might be going.

Bruce Joyce, University of Oregon

Modeling

Young people learn what we do, not what we say. By sharing with faculty and students ways that you are involved in the community, you will demonstrate the value and importance of service.

What an impact this has on these kids' lives! They feel like compassionate responsible citizens.... It can be a powerful way for them to discover a sense of purpose and see that they can make a difference.

Marty Lloid, Teacher at Hazel Dell Elementary

Resources

Resource People/Programs

Cross-Age Mentors

- Eleanor Schulze, Gig Harbor High School, 5101 Rosedale Street, Gig Harbor, WA 98335-1899. (206) 851-6131.
- Betty Fowler, Issaquah High School, 700 2nd Avenue SE, Issaquah, WA 98027 (206) 557-6000.

Community Service Class

- Wendy Holcomb, Bellermine High School 2728 N 26th Street Tacoma, WA 98407. (206) 756-7484.
- Sheryll Rosevear, Auburn High School, 800 4th Street NE, Auburn, WA 98002. (206) 931-4880
- Montie Smith/Rhonda Colbert, Tonasket, P.O. Box 745, Tonasket, WA 98855. (509) 486-2126
- Sue Ann Heutink, Nooksack Middle-High School, P.O. Box 307, Nooksack, WA 98276. (360) 988-2641.

Leadership for Service Course

- Mary Forsyth, Gig Harbor High School, 5101 Rosedale Street, Gig Harbor, WA 98335-1899 (206) 851-6131

Tutoring

- Amy McFeely, Washington Elementary, 1020 McLean Road, Mount Vernon, WA 98273 (360) 428-6122.

Possible Site Visits

Elementary

- Washington Elementary, Kathy Fisk, 1020 McLean Road, Mount Vernon, WA 98273 (360) 428-6122
- Hawthorne, Steve Hansen, 4100 39th Avenue S., Seattle, WA 98118. (206) 281-6664
- La Conner, Mary Hendren/Ann Middleton, Box D, La Conner WA 98257 (360) 466-3172
- Felida, Judy Smith, 1910 NW 88th Street, Vancouver WA 98685 (360) 573 7681

Middle School

- Alki, Linda Meade, 1800 NW Bliss Road, Vancouver, WA 98661 (360) 696-7125
- Damascus, Caren Reese, 14151 SE 242nd Ave, Boring, OR 97009 (503) 658-3171
- Lewis and Clark, Kathy Stephanik, 1114 W Pierce, Yakima, WA 98902 (509) 575-3405
- Soap Lake, Cheri Nickel, P.O. Box 878, Soap Lake, WA 98851 (509) 246-1201

High School

- Shorecrest High School, Mary Anne Anderson, KAI, 15343 25th NE, Seattle, WA 98155. (206) 361-4286.
- Gig Harbor, Roland MacNichol, 5101 Rosedale Street, Gig Harbor, WA 98335-1899. (206) 851-6131
- Nooksack: Middle-High School, Sue Ann Heutink, P.O. Box 307, Nooksack, WA 98276. (360) 988-2641
- Liberty Bell, Mr. Reynaud, P.0. Box 126, Twisp, WA 98856-0126. (509) 996-2215
- Rainier Beach, Kathi Lehr, 8815 Seward Park Ave S., Seattle, WA 98118. (206) 281-6090.
- Tonasket High School, Montie Smith/ Rhonda Colbert, P.O. Box 745, Tonasket, WA 98855 (509) 486-2126

Regional Resource People

Roland MacNichol, Gig Harbor High School, 5815 68th Street, Gig Harbor WA 98335. (206) 851-6131.

Wendy Holcomb, Bellermine High School, Community Services, 2728 N 26th Street, Tacoma WA 98407. (206) 756-7484.

Lauri Sevigny, Yakima School District, 104 N. 4th Avenue, Yakima, WA 98902. (509) 454-9807.

Dawn Caldwell, Project Service Leadership, 12703 NW 20th Avenue, Vancouver, WA 98685. (360) 576-5069

Kate McPherson, Project Service Leadership, 12703 NW 20th Avenue, Vancouver, WA 98685. (360) 576-5070

Kathy Fisk, Washington Elementary, 1020 McLean Road, Mount Vernon WA 98273. (360) 428-6122.

Jeffery Anderson, School of Education, Seattle University, Seattle WA 98122. (206) 296-5760

Hawthorne Elementary, 4100 39th Avenue S., Seattle, WA 98118. (206) 281-6664

Judy Smith, Felida Elementary, 1910 NW 88th Street, Vancouver WA 98685. (360) 573-7681.

Jim Sieber, Issaquah School District, 565 NW Holly, Issaquah WA 98027. (206) 329-7865.

Bob Howard, Puget Sound ESD, 400 SW 152nd, Burien WA 98166-2209. (206) 439-6912.

Elaine Woo, Bryant Elementary, 3311 NE 60th Street, Seattle, WA 98115. (206) 281-6290.

Mary Anne Anderson, Shorecrest High School, 15343 25th Avenue NE, Seattle WA 98155. (206) 361-4285.

Renee Matson, Mark Twain Elementary, 4101 West 17th, Kennewick, WA 99337. (509) 735-2094.

Washington Resource Organizations

- Earth Service Corps. Learn how to get young people involved in environmental education for action. Mary Smith, Earth Service Corps, YMCA of Greater Seattle (206) 382-5334.
- Governor's Council on the Environment. Provides resources and materials for educators interested in environmental issues. Beverly Isenson, P.O. Box 40900, Olympia, WA 98504-0900 (360) 407-7371.

Service-Learning

- OSPI - Coordinates the Washington State's Learn and Serve America Grants - Contact - Melinda Dyer, (360) 753-3302.
- Project Service Leadership. Provides technical assistance, teacher training and resource materials to K-12 teachers, schools and districts interested in developing effective service learning programs and policies. 12703 NW 20th Ave., Vancouver, WA 98685. (360) 576-5070, fax (360) 576-5068
- Voluntary Action Centers. Serve as the support clearinghouse to connect volunteers with communities throughout Washington. To inquire regarding an Action Center near you, contact Anne Turner, Volunteer Bureau, 7414 NE Hazel Dell Ave, P.O. Box 425, Vancouver, WA 98666-0425. (360) 694-6577.
- Washington State Campus Compact. Serves as a clearinghouse for Washington colleges and universities interested in developing service programs and possible partnerships with the K-12 system. Western Washington University, M.S. 9044, Bellingham, WA 98225. (360) 650-7312
- Washington Service Corps. The Corps is a state funded service leadership and training program which provides a full-time stipend and service experiences for young adults 18-25 throughout the year and youth 15-18 during the summer. The projects are designed to meet local needs. Washington Service Corps, Employment Security, MS 600, Olympia, WA 98504-5311. (360) 438-4072
- Youth Partnership in Service. Provides assistance to schools, youth and community organizations in King County. c/o United Way of King County, 107 Cherry Street, Seattle WA 98104 (206) 461-3700.

National Organizations

These organizations offer national trainings and opportunities to network with other service-learning teachers.

- National Service-Learning Cooperative;, K-12 Service-Learning Clearinghouse. National database of programs, resources, trainers, peer consultants, and resources developed for teachers and students. 1-800-808-SERVE. Internet serve@maroon.tc.umn.edu.
- National Youth Leadership Council. Local, regional and national staff development offered to educators, youth professionals and all those interested in youth service. NYLC, West 1910 County Road B, Rosevile, MN 55113-1337. (612) 631-3672.
- National Society for Experiential Education. A community of individuals, institutions and organizations which offers memberships for their quarterly newsletter; special interest forums; discounts for their national conference; national resource center referral for experiential and service learning; publications and consulting services. 3509 Haworth Drive, Suite 207, Raleigh, NC 27609-72299 (919) 787-3263.
- National Center for Service-Learning in Early Adolescents. The Center offers technical assistance, training and program development, and a variety of resources materials for middle educators and policymakers. NCSLEA, CASE/CUNY, 25 W. 43rd St., Ste 612, New York, N.Y. 10036-8099.

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Resource Books

Elementary

- *Standing Tall Teaching Guide*, Grades K-2, and 3-5 Activities that can be used by a classroom or club which teaches the steps of powerful social action. It includes stories of "giraffes," people who stick their necks out to help the community. The Giraffe Project, P.O. Box 759, Langley, WA 98260 (360) 321-0757. $95 each + $5 (S&H).
- *Learning by Giving*. K-8 service curriculum. Filled with lesson plans and resource materials. NYLC, 1910 County Road B, Roseville MN 55113. $45. (612) 631-3672.

Middle School

- *Adventures of Adolescent.* Catherine A. Rolzinski. Explores the experiences of seven middle school youth service programs. Make checks payable to Youth Service America, 1319 F Street, NW Ste 900, Washington, D.C. 20004. $14.
- *Kid's Guide to Social Action* by Barbara A. Lewis. Classroom guide to solving social problems and turning creative thinking into positive action. Free Spirit Publishing, 400 First Avenue N, Ste 616, Minneapolis, MN 55401-1724. 1-800-735-7323. $14.95 + $3.25 (S&H).
- *Standing Tall Teaching Guide*, Grades 6-8. Activities that can be used by a classroom or club which teaches the steps of powerful social action. It includes stories of "giraffes," people who stick their necks out to help the community. The Giraffe Project, P.O. Box 759, Langley, WA 98260 (360) 321-0757. $95 each + $5 (S&H).
- *Enriching Learning Through Service.* Provides a summary of the research that supports service and provides specific examples of how teachers have enriched their classroom learning through service. Project Service Leadership, 12703 NW 20th Avenue, Vancouver, WA 98685 (360) 576-5070, fax (360) 576-7068. $12.50 + $2.50 (S&H) payable to the "School Improvement Project".
- *Kid's Guide to Service*, Barbara Lewis. Provides young people with over 500 service ideas for creating solutions in their neighborhoods, schools and communities, Free Spirit Publishing, 400 First Avenue N, Suite 616, Minneapolis, MN 55401. $10.95
- *Learning by Giving*. Curriculum for K-8 Service. Filled with lesson plans and resource materials. NYLC, 1910 West County Road B, Roseville, MN 55113. $45.
- *Starting in the Middle*. Leadership course curriculum. Association of Washington School Principals. 1021 8th Ave. SE, Olympia, WA 98501-1500. (360) 357-7951. $50.
- *VYTAL* (Volunteer Youth Training And Leadership). A comprehensive collection of activities that enable students to see the value of service and to develop specific action plans. Manual available from VYTAL, c/o Greater Pittsburgh Camp Fire Council, Laura Tiedge, 730 River Ave., Suite 531, Pittsburgh, PA 15212. (412) 231-6004. $30.
- *Whole Learning Through Service: A Guide for Integrating Service*, K-8 provides teachers with Community Service Learning experiences that can be used to generate learning in content areas. Order guide from The Center for Community and Service Learning, Carol Kinsley, 258 Washington Blvd., Springfield, MA 01108. 413/734-6857. $25.
- *Route to Reform: Service Learning K-8 Curriculum Ideas*, National Youth Leadership Council. Written by teachers, this idea book draws from the strengths of both academic year and summer school programs. Provides year-round ideas and sense of their adaptability across settings, seasons and

timelines. NYLC, 1910 W County Road B, Roseville, MN 55113. 612/631-3672. $15.

- *Learning by Giving*. Curriculum for K-8 Service. Filled with lesson plans and resource materials. NYLC, 1910 West County Road B, Roseville, MN 55113. $45.
- *Skills for Adolescence (6-8)*, Quest International, Lions-Quest curriculum specifically focusing on life skills, active citizenship, and service to others. Must attend a three-day workshop near your city. Cost is approximately $400 for each person which includes training, curriculum and meals. To order, call Quest International, 537 Jones Road, P.O. Box 566, Granville, OH 43023-0566; 800/446-2700, Fax: 614/522-6580.

High School

- *ACT-Active Citizenship Today*. Active Citizenship Today (ACT) is a new service-learning project for middle and high school students, jointly planned and implemented by the Close-Up Foundation and the Constitutional Rights Foundation. The four-year project will integrate community service and the study of public policy into the social studies curriculum. Call either Donna Power at CloseUp: (7-3) 706-3640 or Susan Philips at Constitutional Rights Foundation (213) 487-5590. Cost: TBA.
- *Building Leaders for Life*. Leadership course curriculum. Association of Washington School Principals. (206) 357-7951. $50.
- *High School Curriculum*. Maryland Student Service Alliance. A course curriculum that includes units on aging, disabilities, homelessness, and environment. Maryland State Department of Education, 200 West Baltimore, MD 21201 (310) 333-2427. $20.
- *Enriching Learning Through Service*. Provides a summary of the research that supports service and provides specific examples of how teachers have enriched their classroom learning through service. Project Service Leadership, 12703 NW 20th Avenue, Vancouver, WA 98685 (360) 576-5070, fax (360) 576-7068. $12.50 + $2.50 (S&H) payable to the "School Improvement Project".
- *150 Ways Teens Can Make A Difference* by Mariam Salzman and Teresa Reisgies. Steps for taking action and a comprehensive list of action plans and organizations. Peterson's Guide 1-800-338-3282. $7.95.
- *Making a Difference*. A student's guide to planning a service project, Includes project definition, time management, phone call techniques, etc. $3 payable to the Washington Leadership Institute, 310 Campion Tower, Seattle University, Seattle WA 98122 (206) 296-5630.
- *Leadership that Matters*. The Association of Washington School Principals and Kate McPherson. A guide for ABS and Service Club officers and advisors. Available for $3 from the P.S.L.

Reflection

- *Learning Through Service*. This guide helps teachers and community advisors to more effectively facilitate discussions and reflective activities. Project Service Leadership, 12703 NW 20th Avenue, Vancouver, WA 98685 (360) 576-5070, fax (360) 576-7068. $5.50 plus $2 (S&H) payable to the School Improvement Project.
- *A How to Guide to Reflection*, Harry Silcox: This book explores the new service-learning movement, and the use of reflective teaching as a critical component to blending experience with school curriculums. Brighton Press Inc, 64 Lempa Rd, Holland, PA 18966. $12.

Special Populations

- *Special Education Curriculum.* Maryland State Department of Education, 200 West Baltimore Street, Baltimore MD 21201 (301) 333-2427. $12.50 payable to Maryland Student Service Alliance.
- *Native American.* The National Indian Youth Leadership Project. MacClellan Hall has provided staff and youth training for over 20 years. He has found examples of ways service works in Native communities. Contact MacClellan Hall, 650 Vandenbusch Parkway, Gallup, NM 87301. (505) 722-9176.

Peer Assistance

- *Becoming a Friendly Helper:* A Handbook for Student Facilitators by Robert D. Myrick & Robert P. Bowman, 1981. Educational Media Corp., P.O. Box 21311, Minneapolis, MN 55421.
- *Youth Helping Youth:* A Handbook for Training Peer Facilitators by Robert D. Myrick & Tom Erney, Educational Media Corporation. , P.O. Box 21311, Minneapolis, MN 55421.

Liability

- *No Surprises: Controlling risks in Volunteer Programs* by Charles Tremper and Gwynne Kostin, 1993. Nonprofit Risk Management Center, 1001 Connecticut Avenue, NW Suite 900, Washington, D.C. 20036. $12.95 includes postage.
- Betty Fowler, Vice Principal at Issaquah High School is willing to answer questions regarding liability, such as police checks, transporation and supervision. Issaquah School District, 700 Second Avenue SE, Issaquah, WA 98027 (206) 557-6000.

Videos

- *"The Courage to Care: The Strength to Serve"*. Maryland State Dept. of Ed., 200 West Baltimore Street, Baltimore, MD 21201. (301) 333-2427. $12.50 payable to MSSA.
- *"Hearts and Minds Engaged"*. Cites examples of middle and high schools service-learning programs in WA state. Project Service Leadership, 12703 NW 20th Avenue, Vancouver, WA 98685. $15 payable to School Improvement Project.
- *"Citizens Stories"* focuses on five individuals of varying ages and backgrounds who opted for action over apathy. The accompanying guide includes activities to lead students to ponder the meaning and varied aspects of social responsibility. CloseUp Foundation, 44 Canal Plaza, Alexandria, VA 22314. (800) 765-3131. $60 + $6 (S&H).
- *"Route to Reform: Service-Learning and School Improvement"* Takes a look at three exemplary school programs, and answers. How can service experiences effectively integrate into the curriculum? What is required of teachers, students and administrators? What are the challenges? What benefits can occur for students and communities when service plus learning become one? NYLC, 1910 W. County Road B, Roseville, MN 55113. (612) 631-3672 $15. Book and video set $25.

Standards of Quality for School-based Service-learning

I. Effective service-learning efforts strengthen service and academic learning.

II. Model service-learning provides concrete opportunities for youth to learn new skills, to think critically, and to test new roles in an environment which encourages risk-taking and rewards competence.

III. Preparation and reflection are essential elements in service-learning.

IV. Students' efforts are recognized by their peers and the community they serve.

V. Youth are involved in the planning.

VI. The service students perform makes a meaningful contribution to the community.

VII. Effective service-learning integrates systematic, formative, and summative evaluation.

VIII. Service-learning connects school and its community in new and positive ways.

IX. Service-learning is understood and supported as an integral element in the life of a school and its community.

X. Skilled adult guidance and supervision is essential to the success of service-learning.

XI. Pre-service and staff development which includes the philosophy and methodology of service-learning best ensures that program quality and continuity are maintained.

Alliance for Service-Learning in Education Reform.(ASLER) 1991

I believe such a service programs taps an enormous source of talent, lets young people know that they are needed, and helps students see a connection between what they learn and how they live. The goal is to help students see that they are not only autonomous individuals but also members of a larger community to which they are accountable.

Ernest Boyer

There is no higher religion that public service. To work for the common good is the greatest creed.

Albert Schweitzer

Everyone can be great because everyone can serve.

Martin Luther King

To put substance into a campaign against illiteracy, to help the elderly, to meet the needs of disadvantaged children, to make the environment safer and more pleasant for citizens-all of these are worthy causes that could use the energies and enthusiasm of young people.

Anne C. Lewis

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For further information on
Service Learning Programs and Resources contact:
Project Service Leadership
12703 NW 20th Avenue
Vancouver, WA 98685
(206) 576-5069 FAX (206) 576-5068
New area code after January 15 (360)